

MORNINGSIDE MIDDLE
1999 Singley Lane
North Charleston, South Carolina 29405

GRADES 6-8 Middle School

ENROLLMENT 663 Students

PRINCIPAL Judy Sherman 843-745-7122

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	23	14

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

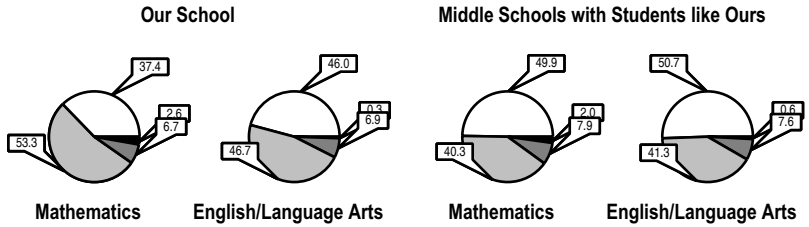
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	45	124	15
Percent satisfied with learning environment	77.3%	52.4%	71.4%
Percent satisfied with social and physical environment	62.2%	59.0%	33.3%
Percent satisfied with home-school relations	33.3%	73.4%	60.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	615	99.5	46.0	46.7	6.9	0.3	7.2	17.6
Gender								
Male	309	99.4	51.4	44.1	4.2	0.3	4.5	17.6
Female	306	99.7	39.5	50.0	10.2	0.4	10.5	17.6
Racial/Ethnic Group								
White	80	100.0	31.9	46.4	20.3	1.4	21.7	17.6
African-American	505	99.4	48.9	46.6	4.5	N/A	4.5	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	100.0	42.9	50.0	N/A	7.1	7.1	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	503	99.4	45.3	44.9	9.3	0.5	9.8	17.6
Disabled	112	100.0	48.0	52.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	615	99.5	46.6	45.9	7.1	0.4	7.4	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	612	99.5	46.1	46.4	7.2	0.4	7.5	17.6
Socio-Economic Status								
Subsidized meals	516	99.6	46.8	48.0	4.9	0.2	5.2	17.6
Full-pay meals	98	99.0	41.3	40.2	17.4	1.1	18.5	17.6

Mathematics								
All students	615	100.0	37.4	53.3	6.7	2.6	9.3	15.5
Gender								
Male	309	100.0	36.0	54.9	6.9	2.2	9.1	15.5
Female	306	100.0	38.9	51.7	6.4	3.0	9.4	15.5
Racial/Ethnic Group								
White	80	100.0	18.8	59.4	13.0	8.7	21.7	15.5
African-American	505	100.0	40.6	52.9	5.3	1.2	6.5	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	35.7	50.0	7.1	7.1	14.3	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	503	100.0	35.3	52.6	8.6	3.5	12.1	15.5
Disabled	112	100.0	43.1	55.6	1.3	N/A	1.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	615	100.0	37.3	53.2	6.9	2.7	9.5	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	612	100.0	37.2	53.2	6.9	2.7	9.6	15.5
Socio-Economic Status								
Subsidized meals	516	100.0	38.1	55.3	4.9	1.6	6.6	15.5
Full-pay meals	98	100.0	32.3	44.1	16.1	7.5	23.7	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Advanced
English/Language Arts							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	N/A	45.7	44.1	8.5	1.6
	Grade 7	184	N/A	26.8	62.0	10.1	1.1
	Grade 8	204	N/A	48.2	44.2	7.5	N/A
2003	Grade 3	N/A	0.0	N/A	N/A	N/A	N/A
	Grade 4	N/A	0.0	N/A	N/A	N/A	N/A
	Grade 5	N/A	0.0	58.3	41.7	N/A	N/A
	Grade 6	232	99.6	51.4	40.2	8.4	N/A
	Grade 7	189	100.0	38.1	52.4	8.9	0.6
	Grade 8	194	99.0	45.5	50.0	3.9	0.6

Mathematics							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	N/A	43.1	47.3	6.9	2.7
	Grade 7	184	N/A	54.2	38.0	6.7	1.1
	Grade 8	204	N/A	58.3	38.2	3.0	0.5
2003	Grade 3	N/A	0.0	N/A	N/A	N/A	N/A
	Grade 4	N/A	0.0	N/A	N/A	N/A	N/A
	Grade 5	N/A	0.0	46.2	53.8	N/A	N/A
	Grade 6	232	100.0	30.4	56.1	10.3	3.3
	Grade 7	189	100.0	40.5	49.4	6.0	4.2
	Grade 8	194	100.0	41.7	53.9	3.9	0.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 663)				
Students enrolled in high school credit courses (grades 7 & 8)	18.6%	Up from 12.3%	7.2%	14.4%
Retention rate	0.1%	Down from 8.8%	3.7%	2.3%
Attendance rate	91.5%	Down from 92.0%	94.7%	95.2%
Eligible for gifted and talented	3.7%	Up from 1.4%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.7%	Down from 32.6%	16.5%	14.1%
Older than usual for grade	46.8%	Up from 17.0%	10.1%	4.9%
Suspended or expelled	12.5%	N/R	1.4%	1.3%
Annual dropout rate	0.6%	Up from 0.4%	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	29.2%	Down from 29.8%	42.8%	47.1%
Continuing contract teachers	58.3%	Down from 63.8%	73.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	65.0%	Up from 64.8%	76.3%	84.3%
Teacher attendance rate	93.9%	Up from 93.7%	94.6%	95.0%
Average teacher salary	\$36,941	Up 2.1%	\$38,478	\$39,924
Prof. development days/teacher	15.9 days	Up from 13.0 days	11.5 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	18.6 to 1	Up from 16.7 to 1	18.3 to 1	21.0 to 1
Prime instructional time	84.5%	Down from 84.9%	86.5%	88.9%
Dollars spent per pupil*	\$4,938	Up 23.1%	\$6,689	\$5,854
Percent spent on teacher salaries*	61.5%	Down from 67.5%	59.0%	62.0%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	77.8%	Up from 62.5%	85.6%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Morningside Middle School has shown improvement in many areas. Emphasis was placed on students' academic success. The South Carolina Palmetto Achievement Challenge Test scores rated Morningside Middle School as a below average school with good improvement. The school won the Palmetto Silver Award for the vast improvement the students made. The students, faculty, staff, parents and school administration are eagerly awaiting the 2003 PACT results.

Many plans are in place for the 2003-2004 school year. This will include seventy minutes of classroom instruction in language arts, math, science and social studies. The schedule also allows for thirty minutes of DEAR (Drop Everything And Read Time). There will be four (4) remediation teachers. These teachers will work with our students to continue their improvement in reading, writing and mathematics. The reading teacher will instruct students in all reading levels, including enhancing advanced students' levels. A writing lab that includes two days of instruction and three days of student writing will be taught. The goal of this class is to enhance students' writing skills. This year, 150 students were placed in Morningside's NCS Learn Lab using Success Maker software to improve math and language arts skills. Major emphasis was placed on improving our students' critical thinking skills. Thinking Maps (a building-wide critical thinking program) will be continued for the 2003-2004 school year. Teacher specialists will continue as a part of Morningside's staff and assist our teachers to work on math, language arts and science skills.

Accelerated Reader and Renaissance Math (a school wide program) have been very successful this year. The majority of our students' reading levels are showing vast improvement. We look forward to greater improvement in the future.

Morningside has a parent educator assistant on staff to improve student attendance and parent involvement. To help decrease truancies, this individual calls parents when students are absent. Our students need to attend school to improve their academic achievement. The students' attendance has improved this year.

School pride is evident among the students. Student Council has taken an active role in the leadership of the students. When possible, student input has been utilized in making decisions affecting them. Also, we are increasing athletic activities to assist in improving the school climate at Morningside.

Judy Sherman, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.